Verification Visit™

During the Verification Visit™, the Specialist will:

- Review the contents of the Candidate’s Professional Portfolio (formerly the Professional Resource File), training transcripts/certificates and Family Questionnaires.
- Observe the Candidate working with children, recording criterion evidence where applicable.

Reflect with the Candidate, focusing on the Candidate’s areas of strength or growth found in the Portfolio or seen in the Observation.

During the Visit, the Specialist will use the new Comprehensive Scoring Instrument to determine Competency Recommendations in each of the thirteen Functional Areas, using a combination of both Portfolio evidence and observable criteria.

Using an online scoring system, the PD Specialist will then submit the Competency Recommendation Scores to the Council. These scores, along with the Exam score, will be combined by the Council into a final Cumulative Score which will determine the credentialing decision.

The Reflective Dialogue Process

The CDA 2.0 Verification Visit will conclude with a 45-50 minute Reflective Dialogue between Candidate and PD Specialist. The purpose of the Dialogue is to support the Candidate’s growing skills of professional reflection and goal-setting. The agenda of the Dialogue is as follows:

Welcome, Clarifications/Final (Anecdotal) Evidence-Gathering (up to 10 min.)

Welcome

1. The Professional Development Specialist (PDS) begins by welcoming the Candidate and reviewing the agenda, expectations and goals for the session by saying “We will be spending 50 minutes together. My role is to assist you as you reflect on your continuing professional growth and set new goals for yourself.”
Clarifications

2. (Optional) The PDS uses this time to ask questions regarding any Items in the Comprehensive Scoring Instrument that may still need clarification after the Review and Observation. (i.e., “I wasn’t able to read or observe anything about Nap Time. How do you make sure that it is ‘a pleasant rest time for all children’?” or “I wasn’t able to read or observe anything about how you facilitate meal times. Tell me about how you ‘facilitate appropriate mealtime experiences’.”)

Reflective Dialogue Introduction, Professional Philosophy Statement (10 min.)

Reflective Dialogue Introduction

3. The PDS introduces the Reflective Dialogue:
   a) The reflective dialogue will not be scored.
   b) There are no “right” or “wrong” answers in the discussion we’re about to have.

4. The PDS asks the Candidate to turn to the Reflective Dialogue Worksheet found in the new CDA 2.0 Competency Standards book (to be released in early 2013). During the Reflective Dialogue, she/he will use the Worksheet to record important points to remember about her/his Areas of Professional Strength and Areas for Future Professional Growth. She will then refer to her Worksheet, at the end of the Dialogue, in preparation for setting goals and recording action steps.

5. The PDS and Candidate together review the Candidate’s Professional Philosophy Statement.

6. The PDS asks, “In what ways does your teaching practice reflect your professional philosophy?” or “That’s really powerful. How do you make your philosophy come alive?”

Candidate Self-Reflection (10 min.)

7. Areas of Professional Strength
   a) PDS: What do you think/believe are your greatest areas of strength as an early childhood professional?
   b) Why? How did you develop these areas of strengths?
   c) How do you think your areas of strength may positively impact the children and families in your care?

8. The PDS and Candidate together review the Candidate’s Professional Philosophy Statement.

9. The PDS asks, “In what ways does your teaching practice reflect your professional philosophy?” or “That’s really powerful. How do you make your philosophy come alive?”

Candidate Self-Reflection (10 min.)
10. Areas of Professional Strength
   a) PDS: What do you think/believe are your greatest areas of strength as an early childhood professional?
   b) Why? How did you develop these areas of strengths?
   c) How do you think your areas of strength may positively impact the children and families in your care?

PDS Feedback (less than 10 min.)

11. One Area of Professional Strength
   a) PDS: Having reviewed your Portfolio and observed you working with children, here is the greatest area of professional strength I documented.
   b) How did you develop this strength?
   c) How do you think this strength may positively impact the children and families in your care?

12. One Area for Future Professional Growth
   a) Here is an area for future professional growth that I documented.

PDS Feedback (less than 10 min.)

13. One Area of Professional Strength
   a) PDS: Having reviewed your Portfolio and observed you working with children, here is the greatest area of professional strength I documented.
   b) How did you develop this strength?
   c) How do you think this strength may positively impact the children and families in your care?

14. One Area for Future Professional Growth
   a) Here is an area for future professional growth that I documented.

15. Candidate and PDS both sign statements at bottom of Worksheet. (Candidate commits to pursuing goals, PDS signs to verify completion of Reflective Dialogue)

Close

16. PDS: “Thank you for spending this time in the Reflective Dialogue with me. I hope you found it valuable. The Council would like to encourage you to share your goals with a mentor or your supervisor – someone who might hold you accountable and support you in successfully achieving them as you continue to grow as an early childhood professional.”

Remember that you have access to the CDA courses for one year from the date of enrollment.